



 ZERO TO THREE LEARN

Beyond Reflection: Advancing Reflective Supervision/Consultation (RS/C) to the Next Level

Noelle Hause, Senior Manager of IECMH Professional Development
ZERO TO THREE Virtual Member Event
January 19, 2022

1

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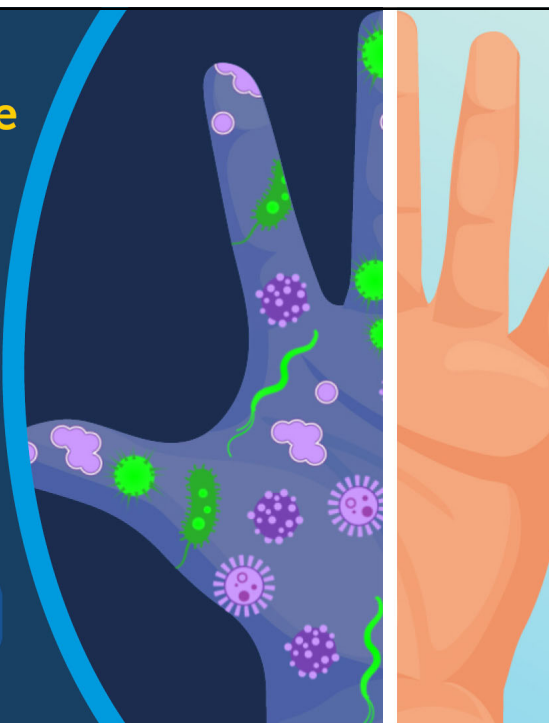
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4

Today's Presenter



Noelle Hause

Senior Manager, Infant and Early Childhood Mental Health
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9

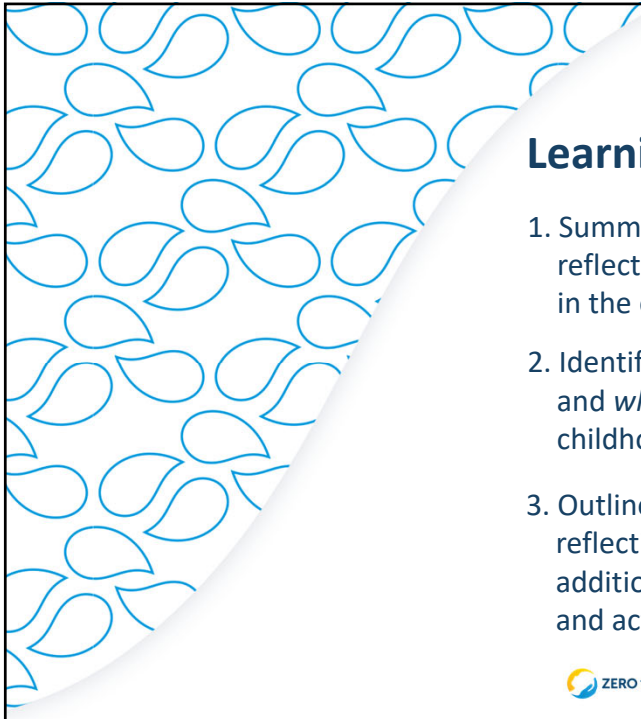
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A photograph showing several hands of different skin tones holding and fitting together colorful puzzle pieces (red, blue, yellow, green, pink, purple) in a circle. The background is a light blue wall.

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6



Learning Objectives

1. Summarize the rationale for examining how reflective practice is currently defined and used in the early childhood field
2. Identify foundational considerations for the *how* and *who* of reflective practice within early childhood sectors and disciplines
3. Outline five specific opportunities to advance reflective supervision/consultation, through additional IECMH field discussion, exploration and action.

  7

7



Agenda

- Discussion Paper Rationale
- Foundational Considerations
- Opportunities to Advance
- Continue with Us!

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8



Discussion Paper Rationale

A decorative border of blue leaf outlines runs vertically along the left edge of the slide.

Reflective Practice as defined in the IECMH Field

Reflective Practice - a process in which a person reflects on ones' own thoughts, feelings, and behaviors that arise when working with expectant parents; infants, young children, and their families; and professionals.

**RS/C
REFLECTIVE
SUPERVISION/CONSULTATION**

There now seems to be as many *ways of practicing* for which there are disciplines, and as many *ways of being* for which there are professionals practicing.

The logo for ZERO to THREE LEARN, featuring a stylized 'Z' and 'T' in a circle.

54

Rationale

To help advance reflective supervision/consultation and stimulate important dialogue amongst IECMH professionals by:

Examining definitions of reflective practice

Recognizing the multilevel benefits of reflective-informed practice

Considering RS/C foundational areas considering emerging and urgent issues

Identifying specific opportunities to advance RS/C

11

Foundational Considerations

12

Equity, Power, and Privilege



Working with infants, children, and families requires all individuals, organizations, and systems of care to reflect on our own culture, values and beliefs, and on the impact that racism, classism, sexism, able-ism, homophobia, xenophobia, and other systems of oppression have had on our lives - in order to provide diversity-informed, culturally attuned services."

The Diversity-Informed Tenets for Work with Infants, Children and Families (Irving Harris Foundation, 2018)
<https://diversityinformedtenets.org>



13

Equity, Power, and Privilege

Reconstruction of the RS/C model should:

Align more closely with the *Diversity-Informed Tenets for Work with Infants, Children, and Families*

Be guided by diverse professionals who provide and receive RS/C

Respect and integrate nondominant bodies of knowledge

Create pathways for more equitable access to the workforce from historically marginalized groups



58 A small yellow dot.

14

Ethical Guidelines

Ethical considerations for the growing field of RS/C should be explored, developed, applied, and researched

15

Ethical Guidelines: Dual Roles



16



Ethical Guidelines: Mental Health Crisis Preparedness

Mental health crises preparedness should be a competency for consultants and supervisors who provide RS/C



Ethical Guidelines: Scope of Work

Professional boundaries must be established with informed consent between the RS/C dyad






Opportunities to Advance

19

1 Clarify Definitions of Reflective Practice Models (including RS/C)

- Develop field consensus on RS/C statements of practice, including a description of the model – with defined essential elements
- Adopt a RS/C discipline specific reflective practice framework, which includes recommended and promising practice guidelines
- Provide materials, professional development, and onboarding/ orientation training

A photograph showing several hands of different skin tones and nail colors (pink, yellow, red) working together to assemble white puzzle pieces on a light-colored wooden surface. The puzzle pieces are arranged in a circular pattern, with some already connected and others being placed.

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64

20

2 Prioritize Reflective Practice for All Early Childhood Professionals

The RS/C model can be used across disciplines and roles as a strategy to improve:

- Reflective practice capacity—for self and each other,
- Meaning and insight, and
- Job satisfaction...

...while simultaneously mitigating secondary trauma and reducing burnout.



3 Diversity Cultural and Racial Representation, Contributions, and Leadership

Examine current models and adapt or reconstruct to represent and fully integrate the voices and experiences of all infants/young children and their families, and professionals



4 Recognize Transparent Attention to Equity, Power, and Privilege as an Essential RS/C Element

Statements of practice should intentionally attend to:

- Brave versus safe space—and the intersection of the two
- The underlying premise of “do no harm”
- Engaging consultees at their level of readiness
- Importance of exploring cultural and racial identity
- Roles and scope of work aspects of the relationship



5 Develop Ethical Guidelines for RS/C

Ethical guidelines for RS/C should address:


- Dual relationships
- Mental health preparedness
- Demonstrated competencies of reflective consultants/supervisors
- Scope of work
- Limitations and professional boundaries



Five Opportunities to Advance




1. Clarify	Clarify definitions of reflective practice models (including RS/C)
2. Prioritize	Prioritize RS/C for all early childhood professionals
3. Diversify	Diversify cultural and racial representation, contributions, and leadership
4. Recognize	Recognize transparent attention to equity, power, and privilege as an essential RS/C element
5. Develop	Develop ethical guidelines for RS/C

What
 “bubbles
 up” for you?


69

25

Continue with Us!

Discuss
Learn
Act

26



Questions?

27



Join us *for our next* Virtual Event!

Supporting Young Children and Families Using Telehealth During the COVID-19 Pandemic

with Noelle Hause

February 16, 2022, 2-3:30 PM EST

Registration opens January 31st!

28

Thank You

Professional Innovations Division

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